

CT Framework Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use pre-reading activities to activate prior knowledge and establish purpose. (A4)	Activate schema Generate questions Select and apply an effective strategy for approaching reading based on the type of text and purpose for reading.	X	X X		<ul style="list-style-type: none"> Activate prior knowledge about a topic, author, or genre in order to make connections to the text by brainstorming, hands-on experiences, and exposure to vocabulary and other texts. Identify purpose for reading based on objective identified by the teacher.
b. Identify points at which understanding breaks down and apply appropriate strategies to develop comprehension. (A4, A5)	Clarify for understanding Utilize during reading strategies to monitor comprehension.	X	X		<ul style="list-style-type: none"> Monitor comprehension while reading and self-correct using visual cues first, followed by meaning and auditory cues (decoding should be rapid enough not to impede comprehension). Apply comprehension strategies, such as connecting, predicting, questioning, inferring, and visualizing to above-grade level stories read aloud by the teacher and to own reading at instructional level, and justify with evidence from the text. Explain what good readers do and identify own good reader behaviors.

GRADE 2

1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Organize information in proper sequence to use in a summary and/or retelling. (A3)	Identify story elements Select main ideas and supporting details. Retell orally and in writing (narrative). Summarize orally.	 X	X X X		<ul style="list-style-type: none"> ▪ Demonstrate understanding of story elements in narratives (e.g. setting, characters, events, problem, solution). ▪ Recognize the main idea in grade level text. ▪ Retell stories from beginning to end. ▪ Organize information in proper sequence to use in a summary, including use of story map.
d. Recognize text structures. (B1, B2)	Match graphic organizers to text structure. Identify text structure.		X X		<ul style="list-style-type: none"> ▪ Interpret information from simple graphs and charts. ▪ Compare information across non-fiction selections including use of Venn diagram. ▪ Identify cause and effect relationships in simple texts.
e. Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. (B2, B3)	Revise, or confirm predictions. Draw valid conclusions about author's purpose, and character's feelings. Support conclusions with evidence from text.		X X X		<ul style="list-style-type: none"> ▪ Make and confirm predictions. ▪ Draw conclusions and use evidence from the text to support responses.
f. Make and justify inferences from texts heard, read and viewed. (A2, B2)	Make valid inferences using prior knowledge and text evidence. Support inferences with text evidence and prior knowledge.		X X		<ul style="list-style-type: none"> ▪ Make inferences to construct meaning. ▪ Share opinions and judgments of texts.

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Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 2 Curriculum Objectives	I	T	R	Instructional Focus
a. Generate and respond to questions. (A2, A3, C2)	<p>Formulate questions.</p> <p>Orally respond to questions with text evidence.</p> <p>Respond in writing to questions with text evidence.</p> <p>Identify a variety of question-answer relationships.</p>	X	X	X	<ul style="list-style-type: none"> Use Q.A.R. strategies of right there and think and search. Read non-fiction materials for answers to specific questions or for specific purposes. Answer literal questions about text related to characters, problem, setting, events, solution and supply text-based evidence. Synthesize information for a text to think of questions to ask an author or points to include in a speech etc.
b. Interpret information that is implied in a text. (B3)	Make valid inferences supported by text.		X		<ul style="list-style-type: none"> Create mental imagery about text when prompted by teacher. Make inferences about characters and settings using picture clues, read-alouds, and discussion.
c. Distinguish between fact and opinion. (B1)	<p>Identify a factual statement.</p> <p>Identify an opinion.</p> <p>Define fact and opinion.</p>	X	X		<ul style="list-style-type: none"> Distinguish between fact and opinion. Identify key words and phrases common to fact and opinion statements.

GRADE 2

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Make and support judgments about texts heard and read. (B3, D2)	Synthesize information about text in order to make a judgment. Express and support judgments about text.	X			<ul style="list-style-type: none"> Relate stories to personal experiences (e.g., events, characters, conflicts, themes). Relate new information to prior knowledge and experience.
e. Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections. (C1, C2)	Use prior knowledge and relevant information to make meaningful text to self and text to text connections.		X		<ul style="list-style-type: none"> Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections.
f. Discuss the topic or main idea of text. (A1)	Identify the common topic/theme in fictional text Identify the main idea in non-fiction/informational text.	X			<ul style="list-style-type: none"> Identify the main idea or topic of texts and provide text-based evidence including use of graphic organizers.
g. Choose a variety of genres to read for personal enjoyment. (C1)	Be exposed to a variety of genres. Read a variety of genres.		X	X	<ul style="list-style-type: none"> Reinforce knowledge of genres from earlier grades and extend genre knowledge to include biography, personal narrative, expository, folk tales and fables. Select "just right" books of different genres and explain why the book choice was appropriate.

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Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use phonetic, structural, syntactical and contextual clues to read and understand words. (A5)	<p>Apply phonetic skills to decode unknown words.</p> <p>Apply structural analysis skills to decode unknown words.</p> <p>Monitor and self-correct for accuracy using cuing strategies.</p>		<p>X</p> <p>X</p> <p>X</p>		<ul style="list-style-type: none"> ▪ Add, delete and change targeted sounds to modify or change words. ▪ Know sounds for common –r patterns (e.g. ar, er, ir, or, ur) and for some letter patterns found in multi-syllabic words, such as very common prefixes and suffixes that recur in second grade text (e.g. –ful, –ness, and dis-, in-). ▪ Use phonetic, structural, syntactical, and contextual clues to read and understand unfamiliar words in grade level texts. ▪ Use strategies for reading multi-syllabic words as an aid to decoding (i.e. dividing compound words or syllables and separating suffixes and prefixes). ▪ Orthographically decode regular multi-syllabic words (e.g. buttermilk, happiness). ▪ Read many irregularly spelled words (e.g. ocean, angel). ▪ Use prefixes, suffixes, inflectional endings, and abbreviated words to determine meaning of unknown words in grade-level texts.

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use phonetic, structural, syntactical and contextual clues to read and understand words.(continued)			X		<ul style="list-style-type: none"> Reread and read on to determine meaning of unknown words. Predict and confirm meaning of unknown words, using prior knowledge, context, pictures, diagrams, etc. when visual cues are not sufficient. Identify unfamiliar words in text that hinder comprehension.
b. Build sight vocabulary. (A5)	Read grade level sight words with automatic recall in isolation and in context.		X		<ul style="list-style-type: none"> Read unfamiliar words containing complex letter patterns/ word families (e.g. -ought, aught) in isolation and in context. Read with automaticity an increasing number of sight words.
c. Recognize multiple meaning of words. (A5)	Acquire and discuss the multiple meanings of words found in read alouds and texts read.		X		<ul style="list-style-type: none"> Explain multiple meanings of common words.
	Understand that words can have multiple meanings.		X		
d. Develop new vocabulary through listening, speaking, reading and writing. (A5)	Self monitor for unknown words in listening, speaking, reading, viewing, and writing.		X		<ul style="list-style-type: none"> Explain grade appropriate vocabulary. Explain common antonyms (e.g. big, little; day, night) and synonyms (e.g., little, small). Use glossaries and dictionaries to identify word meanings. Use, both orally and in writing, new vocabulary from narrative and expository text in well-constructed sentences.
	Determine word meaning.		X		
	Incorporate new vocabulary when communicating orally and in writing.		X		

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
e. Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.). (A5)	Explain meaning of content area vocabulary. Incorporate content area vocabulary when communicating orally and in writing.		X		<ul style="list-style-type: none"> Use content vocabulary orally and in writing (math, music, social studies, etc.).
f. Read with fluency.	Read grade level texts with fluency.		X		<ul style="list-style-type: none"> Read with accuracy and expression (prosody) grade-level text, attending to intonation as determined by punctuation. Read unpracticed grade-level texts at 90-100 words per minute. Adjust reading rate according to purpose (e.g., faster for easy, entertaining text; slower for nonfiction/ expository).

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Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.4 Students communicate with others to create interpretations and evaluations of written, oral, and visual texts.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 2 Curriculum Objectives	I	T	R	Instructional Focus
a. Listen to and respect the opinions of others about written, oral and visual text. (D2, D3)	Demonstrate active listening skills. Recognize that a single text may elicit a wide variety of responses.		X	X	<ul style="list-style-type: none"> ▪ Maintain eye contact, in line with cultural traditions, when listening to others. ▪ Listen to a speaker for specific information. ▪ Listen to acquire information from a variety of sources. ▪ Listen actively: eyes on speaker; body still and quiet; and mind focused. ▪ Identify the speaker/ narrator in a story. ▪ Ask others to restate ideas which are unclear.
b. Share opinions and judgments based on texts heard, viewed or read. (A2, D2, D3)	Synthesize information in order to make and share opinions and judgments about text.		X		<ul style="list-style-type: none"> ▪ Support, with at least two reasons, a personal opinion or judgment about what is read, heard, or viewed. ▪ Share opinions and judgments with others based on texts.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.1 Students recognize how literary devices and conventions engage the reader.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 2 Curriculum Objectives	I	T	R	Instructional Focus
a. Identify the elements of a genre and interact with the text. (B2)	Differentiate the various genre elements in fiction and non-fiction/informational text. Explain how the different elements of text help the reader understand the genre.	X	X		<ul style="list-style-type: none"> Recognize and use parts of books (e.g., title, author, illustrations, table of contents, glossary). Identify print and non-print resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a non-fiction topic).
b. Distinguish between the structures of fiction and nonfiction. (A1, B1)	Recognize that different genre have specific structures. Identify the author's use of structure and organizational patterns. Identify different genre.		X X X		<ul style="list-style-type: none"> Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc. Use text features such as titles, tables of contents, and chapter headings to locate information in nonfiction texts. Identify and use important words in a text to perform a task (e.g., math problem-solving, following multi-step directions). Determine whether the events in a text are real or fantasy.

2.1 Students recognize how literary devices and conventions engage the reader.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Read or listen to a text and explain its appeal. (C1, C2)	State an opinion about a text and articulate reasons by making meaningful text connections and / or personal connections.		X		<ul style="list-style-type: none"> Identify specific reasons for liking particular books, authors. Independently read for a variety of purposes including literary experience, to gain information, to perform a task, for enjoyment and to build fluency.
d. Identify and discuss elements of author's craft. (B2)		X			<ul style="list-style-type: none"> Identify specific crafts present in text after teacher modeling (alliteration, hyperbole, etc.). Identify and discuss elements of author's craft, including similes, alliteration, and onomatopoeia.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.2 Students explore multiple responses to literature.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Develop and discuss multiple responses while reading, listening or viewing texts. (A3, D2)	Respond to text through feelings, opinions, and emotions orally or in writing.		X		<ul style="list-style-type: none"> Participate in teacher-led classroom discussions about texts. Write, draw, or orally present literature responses to a variety of texts.
b. Develop a critical stance and cite evidence to support the stance. (B3, C2, D2)	Support judgments using evidence from the text.		X		<ul style="list-style-type: none"> Uses meaning clues (e.g., picture captions, title, cover, headings, story structure, story topic) to aid comprehension and make predictions about content (e.g., action, events, character's behavior).

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 2 Curriculum Objectives	I	T	R	Instructional Focus
a. Make connections between characters' lives and the real world. (C1)	Identify a character's experience and connect this information to the real world.		X		Make text to world connections.
b. Listen to, read and respond to stories about many cultures and times. (A1, D3)	Share observations based on listening, reading, or viewing of multicultural texts. Listen to and/or read a variety of texts that emphasize values, customs, ethics, and beliefs in order to understand a multi-cultural world.		X X		
c. Compare and respond to stories about multicultural experiences. (C2, D3)	Compare the information from multicultural text to personal experiences, other texts, and the world.		X		Make connections to literature by representing different perspectives of family, friendship, culture, tradition, generating personal and text-based response.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Recognize values and beliefs included in a text. (D1, D3)	Read and/or listen to a variety of text that reflects differences in values and beliefs.		X		
b. Discuss how the experiences of an author might influence the text. (D3)	Identify how interests and experiences of the author are reflected in the text. Compare texts written by the same author.		X X		<ul style="list-style-type: none"> ▪ Learn biographical information about authors. ▪ Recognize and discuss what is important to an author based on the content of the text.
c. Describe how the experiences of a reader influence the interpretation of a text. (B3, C1)	Identify how the experiences and interests of the reader help to interpret the text.		X		
d. Discuss topics and connections that cross cultures. (D2, D3)	Compare and contrast personal experiences to information from multi-cultural text.		X		<ul style="list-style-type: none"> ▪ Make connections to texts based on prior knowledge of the topics.

GRADE 2

2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
e. Discuss the influence of culture, history and ethnicity on themes and issues in literature. (C2, D3)	Discuss the influence of culture, history and ethnicity on themes and issues in literature.		X		<ul style="list-style-type: none"> Develop an awareness of culture and history reflected in text.
f. Discuss how an author, illustrator or filmmaker expresses his or her ideas in a text. (D1, D3)	Discuss how an author, illustrator or filmmaker expresses his or her ideas in a text.		X		<ul style="list-style-type: none"> Develop an awareness that sounds of language contribute to fluency of texts (e.g., rhyme and rhythm of poetry, books by Dr. Seuss, etc.). Knows how different elements help to establish plot, setting, and character in visual narratives (e.g., action, dialogue, music, clothing, facial expressions).

CT Framework Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: *How do we write, speak, and make presentations effectively?*

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use oral language with clarity and voice to communicate a message. (A4, B3)	Use oral communication skills effectively.		X		<ul style="list-style-type: none"> Stay on topic and supply relevant supporting details. Sequence ideas appropriately with the use of transition words. Use some colorful language to describe events or ideas. Present ideas with some style and creativity attending to diction, inflection, volume, pace, etc. Take turns in small group discussions in class with teacher facilitation. Explains own feelings.
b. Listen to or read a variety of genres to use as models for writing in different modes. (CMT Writing Prompt)	Identify the genre and author's purpose.		X X		<ul style="list-style-type: none"> Listen to or read a variety of genres from various cultural traditions to use as models for writing in different modes. Recognize differences between fictional stories, informational text, and poetry. Begin to recognize different forms of narrative texts (e.g., fairy tales, realistic fiction, etc.)

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 2 Curriculum Objectives	I	T	R	Instructional Focus
c. Write and tell stories using organizational patterns appropriate to the mode of writing. (CMT Writing Prompt)	Recognize the connection between various text structures and written expression. Write a developed narrative.		X		<ul style="list-style-type: none"> ▪ Recount: Learning logs. ▪ Narrative: personal narrative (based on own experience), story narrative (fanciful) (include beginning, middle, and end). ▪ Procedure: problem solving steps in math, science etc.; how to line up for lunch. ▪ Report: introduce report writing across content areas. ▪ Explanation: thank-you letter ▪ Poetry: patterned poetry ▪ Written response: write in response to literature (open-ended questions) with the aid of graphic organizers and teacher modeling.
d. Write to delight in the imagination. (CMT Writing Prompt)	Draw upon knowledge to communicate and enrich writing.		X		<ul style="list-style-type: none"> ▪ Ideas: develop list of topics for writing; show understanding of the topic through personal experiences and by giving examples; stay focused on topic; write topic sentence with some supporting details; and write a different ending to a story. ▪ Organization: Sequence ideas in logical order; match titles to the writing; use transition words; group related ideas together (sometimes in paragraphs), and end by telling how s/he feels about it.

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Write to delight in the imagination. (continued)	Draw upon knowledge to communicate and enrich writing (continued)		X		<ul style="list-style-type: none"> ▪ Word choice: write with images that paint a picture in the mind of the reader; careful and specific word choice (includes five sense; there is some figurative language; there is use of book language (once upon a time, happily ever after, etc.); writing includes comparisons such as similes; use a brand name or specific word (Cheerios, not cereal, poodle not dog0; use of hyperbole; name characters, pets.). ▪ Voice: write with the "flavor" or tone able to be identified (funny, angry, etc) and different tones for different audiences (friend, teacher, etc.). ▪ Fluency: write in complete, coherent sentences; with multiple sentences leading to a paragraph or two, and different sentence beginnings (begin with subject, begin with prepositional phrase, etc.) and write using a phrase that tells where and a phrase that tells when. ▪ Conventions: places and shapes print in interesting way; other conventions.

CT Framework Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: *How do we write, speak, and make presentations effectively?*

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	I	T	R	Instructional Focus
a. Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	Recognize different purposes for communicating. Choose a format appropriate to audience, purpose and task.		X		<ul style="list-style-type: none"> Determine purpose, and audience, and choose an appropriate written, oral or visual format.
b. Use strategies to generate and develop ideas for speaking, writing and visual activities. (C2)	Contribute during shared and interactive writing. Use strategies to generate and develop ideas for a variety of purposes.		X		<ul style="list-style-type: none"> Planning: select a focus for writing; use strategies such as webbing, brainstorming, etc. to generate and develop ideas. Drafting: work on draft over 1-3 days; use prewriting plan (web, etc.) to develop draft. Reflecting: use simple rubric to reflect on own writing or writing of peers; share own writing and respond to writing of peers; select writing pieces for portfolio and explain choices, and review writing to determine progress.

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Begin to revise texts to demonstrate organization, elaboration, fluency and clarity. (Editing and Revising)	Revise texts (speaking/drawing/writing).		X		<ul style="list-style-type: none"> ▪ Revising: reread own writing for meaning; rearrange or add words or phrase to a sentence to clarify meaning; provide more descriptive details; incorporate suggestions from peers and teacher; recognize over-used words and make substitutions, use highlighters and or colored pencils to visually identify targeted skill.
d. Research information from multiple sources for a specific purpose. (C2)	<p>Generate questions for gathering data.</p> <p>Select and organize information from appropriate sources for a specific purpose.</p>		X	X	<ul style="list-style-type: none"> ▪ Formulate and restate (with age appropriate concepts and vocabulary) an information question related to a topic of interest or assignment, with teacher assistance. ▪ When encountering an information task, be able to identify existing knowledge and areas where more information is needed. ▪ Research information from one or two sources for a specific purpose. ▪ Be able to use alphabetizing skills (first letter) to locate information, with teacher assistance. ▪ Within electronic media, be able to use simple menus to locate information, with teacher assistance. ▪ Be able to perform simple information searches (single concept topics, major key words) with teacher assistance.
e. Begin to examine sources of information and determine validity.	Begin to examine sources of information and determine validity.	X			Differentiate between fact and opinions using key words (think, believe, etc.).

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
f. Publish and/or present final product in a myriad of ways including the use of art and technology.	Publish and/or present final products in a variety of ways.		X		<ul style="list-style-type: none"> ▪ Publishing/ Presenting: publish and present final products in a variety of ways, including the use of art and technology. ▪ Generate a response to a personal narrative prompt (e.g., tell about a special birthday party celebration for them or someone they know). ▪ Write in a variety of forms and genres.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.1 Students use knowledge of their language and culture to improve competency in English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used. (C1)	Read, listen to and tell stories from a variety of cultures. Identify similarities and differences in the way language is used.		X X		<ul style="list-style-type: none"> Listens to fiction, nonfiction, poetry, drama, rhymes, and songs from a variety of cultures.
b. Recognize and understand variations between language patterns used in their homes and in school.	Use Standard English. Determine when a particular language pattern is appropriate to use in speaking and writing.		X X		<ul style="list-style-type: none"> Recognizes when it is appropriate to use informal language versus more formalized language based on the audience/purpose for communication. Makes connections between first or home language and school English.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.2 Students speak and write using standard language structures and diction appropriate to the audience and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use sentence patterns typical of spoken and written language to produce text. (Editing and Revising)	Use sentence patterns of spoken and written language to produce text.		X		<ul style="list-style-type: none"> ▪ Speak and write in complete sentences to communicate a message. ▪ Recognize that groups of sentences make a paragraph and paragraphs make a story or complete text.
b. Use appropriate language as related to audience. (Editing and Revising)	Use appropriate language as related to audience.		X		<ul style="list-style-type: none"> ▪ Use vocabulary that is accurate and reasonably specific. ▪ Use appropriate elements of diction, inflection, volume and pace. ▪ Speaks clearly in class so that all students in the room can hear message. ▪ Use appropriate syntax for regular and some irregular plurals and past tenses.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.3 Students use Standard English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Recognize the difference between Standard and Non-Standard English and use language appropriately. (Editing and Revising)	Recognize the difference between Standard and Non-Standard English and use language appropriately.		X		<ul style="list-style-type: none"> Begin to use Standard English when speaking in school. ("at school language"). Recognize and generally use oral language conventions, such as structures of Standard English.
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (Editing and Revising)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate.		X		<ul style="list-style-type: none"> Apply end marks (e.g. periods, question marks, exclamation points). Apply commas in a series, after greeting and closing of friendly letter, in a date, between city and state. Use some quotation marks in dialogue. Capitalize the first word of a sentence, names, pronoun I, proper nouns, days, months, holiday, salutation, and closing of letter. Form contractions using apostrophes. Use nouns (singular, plural, common, proper, possessive). Use verbs (past and present tense, linking verbs, agreement, common irregular verbs). Use adjectives (e.g., descriptive, comparative, superlative).

4.3 Students use Standard English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 2 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)		X		<ul style="list-style-type: none"> Use correct subject verb agreement, correct pronoun choice, logical word order. Distinguish between complete and incomplete sentences; combine simple sentences into compound sentences. Spell high frequency words including two syllable words. Spell basic short vowel, long vowel and consonant blend and digraph patterns (e.g. th , sh, etc). Spell regular and irregular plurals correctly (e.g. girl/ girls; child/ children). Spell common irregular words (e.g. of, come, were). Spell common letter patterns (e.g., ee, ar, oo). Use phonetic approximations of challenging words. Recognize when a word may be misspelled. Maintain consistent size, spacing, and formation in manuscript handwriting, especially in published work.
c. Use resources for proofreading and editing. (Editing and Revising)	Use resources for proofreading and editing.		X		<ul style="list-style-type: none"> Editing: edit for complete sentences; use knowledge of letters sounds, word parts, and syllabication to correct spelling; identify and correct errors in grade level conventions; use simple editing checklist.